

HIGH SCHOOL CORE AREA

Economics

Standard ECON-1 The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations.

ECON-1.1 Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants.

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge: In first grade (1-6.1, 1-6.2) students explained the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain and identify ways that families and communities cooperate and compromise in order to meet their needs and wants. In second grade (2-2.4, 2-5.3) students summarized changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living there and recognize that people's choices about what they buy will determine what goods and services are produced. In fourth grade (4-5.2, 4-5.3) students explained the motives for the exploration in the West and the push for westward expansion and summarized the events that led to key territorial acquisitions—as well as the motives for these acquisitions and the location and geographic features of the lands acquired. Also in fourth grade (4-5.6) students compared the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among the different groups, and the nature of their daily lives.

In fifth grade (5-2.1, 5-2.2) students explained how aspects of the natural environment—affected travel to the West and thus the settlement of that region and illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems. Fifth grade students (5-2.3, 5-2.4) also summarized how railroads affected development of the West and provided examples of conflict and cooperation between occupational and ethnic groups in the West. As well, these students (5-2.5) explained the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement. Fifth grade students (5-3.3, 5-3.4) explained the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business and summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation.

In sixth grade (6-1.2, 6-1.5) students explained the emergence of agriculture and its effect on early human communities; and explained the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. Also in sixth grade (6.6.2) students compared the incentives of the various European countries to explore and settle new lands.

In high school (USHC-3.1, USHC-3.3) students explained the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character and compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West. Also in high school (USHC-5.2) students summarized the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization.

Future Knowledge

While no future knowledge is required, students should have a core understanding of how scarcity impacts the individual and family choices that students will make throughout their lives. As well, students must have a general understanding of personal and institutional budgeting to be informed consumers and voters.

It is essential for students to know

Students must be able to define and explain examples of scarcity. Students should understand how scarcity impacts all people and all societies; it is not selective. It is essential for students to be able to demonstrate the concept of opportunity cost using a production possibilities frontier or a consumption possibilities frontier. Students must also understand the concept of increasing opportunity costs, along with an understanding of the types of tradeoffs that individuals and society may face due to scarcity.

It is not essential for students to know

Students do not need to understand the details of state or national budgets. It is also not essential for students to understand how local, state, and federal governments finance their budgets and adjust these budgets in times of greater financial scarcity.

Assessment guidelines:

Appropriate assessment requires students to *illustrate* the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations; therefore, the primary focus of assessment should be for students to *model* the production possibilities curve and *explain* how scarcity can be applied in this model. However, appropriate assessments should also require students to *apply* the concept of opportunity cost to novel situations and examples, including family, community, and national budgets.